



CENTERVILLE ELEMENTARY

1529 Whitehall Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	647 Students	
Principal	Kory Roberts	864-260-5100
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Good
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

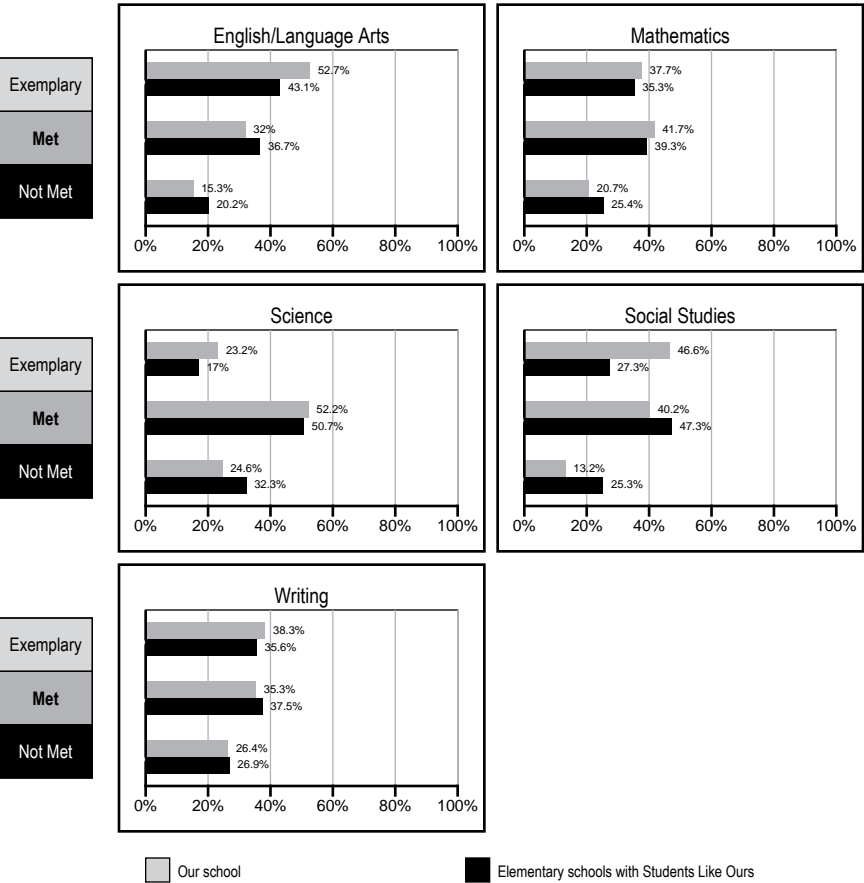
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	53	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=647)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 0.9%	1.2%	1.2%
Attendance rate	99.9%	Up from 96.2%	96.1%	96.1%
Eligible for gifted and talented	24.1%	Up from 11.6%	13.1%	11.7%
With disabilities other than speech	5.9%	Down from 7.1%	8.5%	8.0%
Older than usual for grade	0.4%	Down from 0.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	52.5%	Up from 51.1%	58.1%	60.5%
Continuing contract teachers	90.0%	Up from 89.4%	84.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 91.3%	86.4%	87.0%
Teacher attendance rate	94.0%	Down from 95.5%	95.5%	95.4%
Average teacher salary*	\$48,535	Up 0.3%	\$47,204	\$47,288
Professional development days/teacher	8.5 days	Up from 7.8 days	9.9 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.5 to 1	19.5 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 91.2%	91.0%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,683	Up 5.8%	\$7,106	\$7,548
Percent of expenditures for instruction**	70.7%	Down from 71.8%	68.7%	68.7%
Percent of expenditures for teacher salaries**	69.3%	Down from 70.5%	65.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Through shared decision making, a positive learning environment, and high expectations, Centerville Elementary continues to be an award-winning school. Receiving the 2009 Palmetto Silver Award is evidence that student achievement is a top priority. We have continued this incredible journey to accelerate student learning, as shown by meeting Annual Yearly Progress (AYP) for the second consecutive year. We take pride in making success possible for every child.

Our academic success is directly related to using data to drive classroom instruction. We use the NWEA Measures of Academic Progress (MAP) to gather assessment data and determine the needs of individual students. This nationally-normed assessment is administered in the fall, winter, and spring. MAP data provides teachers with explicit information that helps group students for intense, hands-on instruction catered to specific areas of need. This laser-focused instruction has been an essential component of our academic success.

Students have numerous opportunities to participate in meaningful activities that reinforce learning standards and promote strong leadership skills. Some of these include Lego Robotics, Spanish Club, Garden Club, Cool Cat Chorus, Drama, Centerville Elementary News, Typing Tigers, Lunch Bunch Book Club, Running Club, Safety Patrol, and Morning Madness Computer Club.

Centerville staff, parents, community, and business partners are stakeholders that come together to ensure that all students achieve and are provided with challenging educational experiences. We share many community events, including our annual Spring Fling, Doughnuts for Dads, Muffins for Moms, Grandparent's Day, Family Fitness Event, Disability Awareness Day, Family Movie Night, Student Recognition Program, and choral productions.

The Centerville PTO provides ongoing support through mini-grants, classroom donations, and volunteerism. Our PTO Board recognizes the importance of parental involvement and they work tirelessly to recruit and involve parents in a variety of settings and activities. Effectively utilizing the skills, talents, and training of our parents and volunteers further extends our total program effectiveness.

The entire Centerville family works together for the success of our students and we strive to put every child in the winner's circle.

Kory Roberts, Principal
Christie Payne, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	90	54
Percent satisfied with learning environment	100.0%	93.3%	96.2%
Percent satisfied with social and physical environment	100.0%	90.0%	92.5%
Percent satisfied with school-home relations	97.6%	95.6%	88.2%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	313	100	15.3	32	52.7	92.7	86.4	83.5	Yes	Yes
Gender										
Male	180	100	16.1	32.2	51.7	92	83.4	80.1	N/A	N/A
Female	133	100	14.3	31.7	54	93.7	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	208	100	12.4	32.3	55.2	93	91.6	89.6	Yes	Yes
African American	94	100	20.2	33.7	46.1	94.4	78.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	40	100	56.8	29.7	13.5	73	55	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	100	21	33.5	45.5	91	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	313	100	20.7	41.7	37.7	90.7	84.4	80.4	Yes	Yes
Gender										
Male	180	100	21.3	40.2	38.5	89.7	82.1	78.4	N/A	N/A
Female	133	100	19.8	43.7	36.5	92.1	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	208	100	18.9	37.8	43.3	92	90.7	87.8	Yes	Yes
African American	94	100	25.8	48.3	25.8	86.5	74.1	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	40	100	64.9	21.6	13.5	62.2	49.3	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	174	100	29.3	41.9	28.7	85	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	217	100	24.6	52.2	23.2	75.4	77	67.3
Gender								
Male	123	100	24.6	52.5	22.9	75.4	75.5	66.9
Female	94	100	24.7	51.7	23.6	75.3	78.4	67.7
Racial/Ethnic Group								
White	138	100	20.3	50.4	29.3	79.7	86.3	79.6
African American	68	100	32.8	59.4	7.8	67.2	62.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	28	100	52	32	16	48	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.3	58.6
Socio-Economic Status								
Subsidized meals	118	100	35.4	50.4	14.2	64.6	67.5	55.4

Social Studies

All Students	212	100	13.2	40.2	46.6	86.8	80.1	70.9
Gender								
Male	122	100	12.6	38.7	48.7	87.4	78.6	70.1
Female	90	100	14.1	42.4	43.5	85.9	81.7	71.7
Racial/Ethnic Group								
White	146	100	13.5	34	52.5	86.5	85.8	79.2
African American	59	100	12.3	56.1	31.6	87.7	71.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	41.7	50	8.3	58.3	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77	68
Socio-Economic Status								
Subsidized meals	116	100	15.2	47.3	37.5	84.8	71.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	311	99.7	26.2	35.4	38.4	73.8	75.7	72.1	99.9	99.9
Gender										
Male	180	100	31.3	35.8	33	68.8	69.5	65.2	99.9	99.9
Female	131	99.2	19	34.9	46	81	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	206	99.5	23	35.5	41.5	77	84	80.8	99.9	99.9
African American	94	100	31.5	35.9	32.6	68.5	63.6	59.7	99.9	99.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	36	100	62.9	25.7	11.4	37.1	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	174	100	34.1	38.2	27.6	65.9	65.9	61.9	99.9	99.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	112	100	17.8	28	54.2	82.2
	4	99	100	21.6	46.6	31.8	78.4
	5	119	100	13.2	40.4	46.5	86.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	100	13.3	24.5	62.2	86.7
	4	115	100	18.9	32.4	48.6	81.1
	5	96	100	13.2	39.6	47.3	86.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	112	100	19.6	40.2	40.2	80.4
	4	99	100	17	48.9	34.1	83
	5	119	100	23.7	45.6	30.7	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	100	26.5	29.6	43.9	73.5
	4	115	100	18.9	46.8	34.2	81.1
	5	96	100	16.5	48.4	35.2	83.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	24.5	41.5	34	75.5
	4	99	100	13.6	64.8	21.6	86.4
	5	59	100	14.3	64.3	21.4	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	36.7	32.7	30.6	63.3
	4	115	100	19.8	58.6	21.6	80.2
	5	50	100	23.4	57.4	19.1	76.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	56	100	16.7	24.1	59.3	83.3
	4	99	100	14.8	40.9	44.3	85.2
	5	60	100	15.5	29.3	55.2	84.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	14.3	38.8	46.9	85.7
	4	115	100	13.5	40.5	45.9	86.5
	5	47	100	11.4	40.9	47.7	88.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	111	100	24.8	26.6	48.6	75.2
	4	95	100	34.1	35.2	30.7	65.9
	5	116	100	20.2	39.5	40.4	79.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	99	26.5	41.8	31.6	73.5
	4	115	100	28.3	29.2	42.5	71.7
	5	94	100	23.1	36.3	40.7	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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